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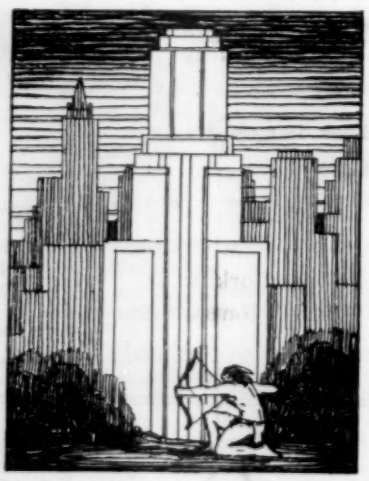

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

A High School Site

IT IS inconceivable that any community should have a new school building, least of all a new high school building, in the business district. The land would bring in a large tax return if released for business, and it does not make any land more valuable for business in the congested districts, while if the elegant new buildings were placed outside where there is vacant land the increase in taxes will easily pay the entire cost of the plant.

A high school building always has a large auditorium, often the best in the city, and the auditorium is in frequent use, and this means a crush of automobiles, and there is no place for parking. It is impossible to have yard space, not to say field space, in any business centre.

There is no campaign for enlightenment more needed today than appreciation of a modern vision in the location of new buildings, especially high school building.

Dean Antoinette Bigelow

THE Dean of Women at State University of Colorado since 1910 came to the important position from Teachers' College, Columbia University, but Donna Bell in a fascinating story in a Denver Sunday paper, November 4, 1927, says that Dean Antoinette Bigelow went to Teachers College from the Mountain School made famous by the "Quare Woman," but before Miss Bigelow went to the Kentucky Mountains she had graduated from Wellesley College and specialized on welfare work in the Dennison House, a College Settlement Home, Boston.

The International Association of Education and Amity, in which the school people of the United States and Mexico are promoting international good will under the leadership of Dr. Willis E. Johnson of the California State Teachers College of San Diego, promises real peace promotion between the two countries.

Private Schools in Action

PHILADELPHIA has always been one of the leading cities in the United States in the number, variety and significance of private schools, and it is natural that the twenty-six important private schools in the city should organize a "Private School Teachers Association."

Last year under the leadership of the head of the department of education of Bryn Mawr College a careful study was made of the intelligence of the pupils in twelve private schools of Philadelphia, and the results of that investigation showed that the twelve private schools which were studied had a superior group of pupils, that they had a larger proportion of able and a smaller proportion of dull pupils than the average public school, and that the typical pupil in each grade in these schools was chronologically younger than the typical pupil in the same school year in public schools.

The most significant feature of the twenty-four-page report of results of the second-year tests is the recognition of definite leadership of the public schools in the use of intelligence tests, and the purpose of these twenty-six private schools to take advantage of every achievement of public schools by the use of such tests.

In every respect this report is a genuine service to the cause of education. It can but magnify the responsibility of private schools for the children and youth committed to their care.

The annual cost of crime to the United States is seven billion, five hundred million dollars a year, says B. F. Battin of the National Surety Company.

Department Dues

AT THE Dallas meeting a new membership plan was adopted, as the following article of the by-laws indicates: "The dues of this department shall be $5 per year for both active and associate members, and shall be paid annually to the executive secretary. In lieu of said annual dues a six-year membership shall be issued by the executive secretary to any active or associate member upon the payment of $25 in advance."

Piedmont, California, High School renders an important community service in publishing a "Student Hand Book of Administration." It has an outline of information which should be familiar to all members of the Piedmont High School family. It is published by the city Board of Education. This is highly praiseworthy for a city of 5,000 population.

William McAndrew has always been an interesting lecturer. Now he is literally fascinating, more so than any other American educator has ever been.

Professional Quackery

THERE is tendency to propaganda which comes desperately near quackery. No one has dealt with this more heroically than James E. Russell does in this sentence:—

"The search for method, some universal panacea for all pedagogical ills, may be relegated to the realm of quackery."

This sentence could come from no one with the same significance than it comes from Dr. Russell after thirty years at the head of Teachers College of Columbia University.

Has This a Parallel?

THE city of Gary, Indiana, William Wirt, superintendent, celebrated its twenty-first birthday by the dedication of an auditorium seating 6,000, costing $750,000, but not costing the taxpayers a dime. The entire three-fourths of a million dollars was raised by the students in their various school activities. Has there been any parallel to this in the public schools of any city? The city is only twenty-one years old, and has less than 60,000 population.

The students in one state university met the "no-car" rule by buying three hundred pairs of roller skates much to the amusement of the public more than to the president and his associates in administration.

The importance of university athletics from football down the list has not been measured or estimated yet.

Harry G. Wilson's Greeting for 1928

HARRY G. WILSON of Chicago sends out an annual New Year Greeting. This for 1928 was passed on to teachers of California in the first New Year greeting of State Superintendent of California William John Cooper:—

"A Happy New Year it will be, if it's new;
New visions of what is noble and true,
New powers for service, new knowledge of God,
New zeal for the ways in which heroes have trod,
New comforts, new courage, new graces, new jobs,
New peace when the evil assails or annoys,
New friendship, new helpers, new faith and new love,
New treasures on earth, new treasures above,
New wisdoms, new glory, new health and new cheer,
Nothing old, all things new, in the Happy New Year."

President Walter A. Jessup of the University of Iowa is enjoying the luxury of exceptional scholastic and professional prosperity of the university. The latest "unit of prosperity" is a new theatre unrivaled by any educational theatre in the country.

Shouldering Civic Tasks

Schools in Eastern Tennessee Make Notable Record in Creating Community Leadership

By A. E. WINSHIP

THE South is making notable strides industrially, agriculturally, and socially, but in nothing so much as educationally. Every state in the South is a leader in some highly important educational functioning, and ranking high in this leadership is Tennessee, whose achievements are the most significant perhaps because the leadership is from the children, the teachers, and the school officials.

A strictly rural county in East Tennessee, just east of Chattanooga, leads every county in the United States in the education of the students of the high school to take the leadership of affairs in the county without arousing any appreciable opposition.

Fifteen years ago this was a traditional mountain county with no high school in the county and no modern elementary or rural school.

In 1912 a county high school was established and a graduate of the State University was selected as the principal. There has been no considerable increase in population in this county, nevertheless the high school now has a faculty of ten college graduates, a student enrollment of 157, with twenty-six other tuition-paying students taking professional music course. It has had an A Grade rank for ten years, which means that every diploma is signed by the state superintendent of public instruction. It is on the accredited list of the Southern College Association, which has the same rank as the North Central and the other national classical organizations. Each state in the Association has its commissioners, who personally inspect every school applying for membership, and none is accepted that does not meet the standard of the Southern College Association in building, equipment, scholarship of the faculty, and student attainments. The graduates of this county high school can enter any college or university in the United States on certificate provided the students of any high school in the United States can enter on certificate. There are only three high schools in Tennessee that have had this privilege longer than has this county high school.

The students of this county high school, than whom none in the state have better scholarship, are recognized as the leading civic, social, educational and religious factors in the entire county. They conduct several out-in-the-country Union Sunday Schools regularly. They conduct public all-day and evening meetings in the twelve centres of population in the county at least once a year. These high school students provide communities that have no movies or other public modern entertainment with first-class day and evening entertainment by the high school orchestra, quartette and other musical attractions with interesting select readings, especially with addresses by the students on the latest activities to improve farms, gardens and live stock, community hygiene and social morale.

At least once a year they have a National Day, in which there is a meeting in the thirty-six communities in the county and on this occasion every student in the high school has some part somewhere. They read the Declaration of Independence, give the pledge of allegiance, make speeches on "Our Public Schools," "Our State," "Our National Government," etc.

When there is occasion to put across some special program in the county the high school does it.

For instance, the Smoky Mountain Park required a vast amount of money. Five states are involved in the campaign. North Carolina Legislature voted $2,000,000 in bonds, but Tennessee raised the money by counties. There was a feeling that the county would not vote the required bonds, but the high school students canvassed the county, held meetings in each of the thirty-six school districts of the county, and the bonds were voted overwhelmingly.

There is not a student in the high school who cannot go before any audience and present any cause which he thinks important. On one occasion last year the high school students covered the county with speeches, and on one day they made one hundred and sixty-eight speeches, addressing a total of six thousand one hundred and twenty-three people in the thirty-six gatherings.

In a general way there are many East Tennessee counties in which the schools are transforming social and community morale and increasing prosperity.

The primary purpose of the school is to teach its pupils to do better the desirable things that they are most likely to do anyway. —Thomas H. Briggs.

Belding's Page

"AMERICA FIRST"

IT IS one thing to say "America first," and quite another thing to put it there and keep it there in thought and deed.

Mayor Thompson of Chicago is exceedingly zealous to have everything which could be called pro-British omitted from history textbooks used in his city. At the same time he levies a tax of $10 a head on every member of the police force, to further the cause he has so gloriously espoused.

Such levies for the purpose of supporting a political organization are by no means unknown to government employees. Do they make for better government in America? Or do they perpetuate the opportunity of some individual or group to run things for their own advantage?

Again— let us assume that the Chicago mayor has imposed this latest head tax for unselfish purposes only. Let us suppose his sole interest is in upholding the doctrine of "America first."

Is it quite in accord with American principles for free citizens to be held up at the point of a political gun and obliged to pay out money for purposes which, however worthy, may not appeal to them?

If we believe in America, let us live up to the principles and ideals for which America stands.

THE SHIRKING SCHOLAR

WHAT is to be done with youths who simply refuse to apply themselves to study?

The old answer was—to drop them out of school. Since this is no longer the easy solution it once was, because of compulsory schooling laws, the lazy and indifferent are carried along through the grades, with sporadic efforts to reform them. Efforts are made also to render education attractive. But interest is not readily aroused in shiftless minds, or if aroused it soon is lulled to sleep.

The unresponsive pupil will always be an annoyance to most teachers, a challenge to the few who face classroom tasks in the spirit of adventure.

So much for the teacher's side of it. Where parents co-operate wisely with the school the laggard may at least be kept off the streets, and now and then induced to study, if only for a brief period.

SOMETIMES WORK IS BETTER

A CERTAIN boy whose father is a business man with a fairly sizable income came up to college age before he realized that the doors of the better institutions would not open to him. Although his high school awarded him only a certificate of four years' attendance, he had the temerity to try the Harvard entrance examinations, which he flunked dismally. This failure aroused the boy's father, if not the boy himself. Instead of sending him to a preparatory school or getting him into some college of low admission standards, this practical parent called his son into his presence and told him what was what. One of the points was that the dream of four years' loafing on dad's money would not come true. The upshot of the matter was that the boy went to work in an industry having a well established course for the training of executives. His allowance from the family pocketbook ceased. And at last accounts the boy was using his brains with an earnestness he had never before shown. His entire attitude toward life has changed.

A wise father has saved a lazy son from indolence and has spared some college the bother of a poor incumbrance.

Parents do now and then take an intelligent share in the educational program.

CAN THEY READ—AND DO THEY?

IT IS far easier to teach a child to read than to teach a child to love reading.

The nation is full of illiterate literates.

Many adults shy away from a book as if it were a red hot iron.

It is not necessarily because their liking for literature was destroyed by enforced reading of books which brought them no pleasure, though this may have had its hand in producing the present state of mind toward reading. The probable reason is that no one with a genuine appreciation of the true and beautiful in books has ever guided the youth to the best books and the choicest parts of those books.

Radio, movies, the automobile and various other distracting influences of the modern age diminish the time available for reading. Yet he who rarely reads a book misses one of the greatest joys of living.

Illiterate literacy is in a way more pitiable than illiteracy. The person who cannot read has never come within sight of the pleasures and the treasures that are contained in books. The individual who has learned how to read but neglects to do it, is like one who comes to the edge of a promised land only to turn back without stopping to know what is contained within its borders.

Anson W. Belding

Associate Editor.

The Needs of the Deaf

How San Francisco Schools Meet This Problem

By J. M. GWINN
Superintendent of Schools, San Francisco

THE new meaning of democracy when given expression in education requires that the public schools must not alone receive all the children of all the people but must afford to each of these children the best chance for development into as happy and efficient a member of society as the abilities and conditions of the individual make possible. That each child should have his full chance is the responsibility of the community, state and nation to all the children of all the people. The schools in responding to this ideal have of recent years been making scientifically determined inventories of the latent and achieved abilities and needs of each child and of the needs of society for individuals of various types and abilities. These inventories have revealed facts and conditions that now are appalling and which have stirred society somewhat to its responsibility and duty to many classes of handicapped children and to a consciousness of the dependence of the welfare of society itself upon the welfare of these less fortunate members. Whatever sins of commission may be charged against education today they are dwarfed almost into nothing when compared with the cruelty and waste of human life due to the omissions in the programs of education of the good old days.

The San Francisco public schools have been and are endeavoring to keep pace with public education in progressive communities of this country in providing education opportunities adapted to the abilities and needs of children. In this discussion I am limiting my statements to a report of what we are doing for the hard-of-hearing child. In preparing this report I have been greatly aided by Miss Blanche Van Deveer, specialist in this work in our schools. I am making free use not alone of the facts supplied me but also of the language of Miss Van Deveer's report.

I have already said that the facts revealed by the inventories of the abilities and needs of children were appalling. Is it not appalling to know that there are three million children in the United States with impaired hearing; that a large proportion of the two million four hundred thousand of these which taken in time are curable have not so been taken and cured? Is it not appalling that there are six hundred thousand incurable cases of progressive deafness demanding a special program which has not been provided for most of these children?

One reason for our slowness in giving attention to the problem of defective hearing in school children was that we did not realize that we had a problem. There are so many degrees of hearing impairment that are not easily recognizable. Many a careful teacher or watchful mother has known that something was wrong with the child but has called that something inattention, dreaminess or stupidity. The child himself has known that something was wrong but not realizing that he did not hear clearly has accepted the opinion of parents and teachers as to his mental condition, and has studied furiously to overcome his alleged stupidity, or, more frequently, has developed a "don't care" attitude and has given his teacher many disciplinary problems.

Another reason for our slowness is that we have not been looking for defective hearing as we have been looking for defective sight, poor teeth, bad habits of eating, bathing, and sleep in checking up causes for retardation.

Now that attention has been called to the fact that children with even slight hearing defects are three and a half times as apt to retardation as children with unimpaired hearing, surveys are being made all over the United States to find the children with defective hearing so that they may be given whatever they require in the way of medical and surgical aid or special education.

San Francisco has not been backward in making these tests. Some three years ago each school child was tested by his class teacher by means of the exhaust whisper test. Our findings showed that 7 per cent. of all children tested had impaired hearing. At that time we assigned a group of children who had a hearing loss of 45 to 50 per cent. to a special class. The children with less hearing loss were given lessons in lip-reading by a visiting teacher.

When the present method of testing the hearing of children by means of a phonograph audiometer was made available, an instrument was at once purchased by the Board of Health and a teacher was assigned to the duty of testing the hearing of every public school child in San Francisco above the third grade, including the students in the Junior High School.

The instrument used in testing is similar to a portable phonograph except that the sound is heard through receivers rather than through a horn. The phonograph record gives series of numbers to be written by the child. The first two series of numbers are spoken in a woman's voice at maximum volume and then gradually diminishing in volume until the numbers may or may not be

heard, depending on the acuteness of hearing of the person listening with the receiver. The next two series of numbers are spoken in a man's voice, both series starting at a maximum and diminishing to practically inaudible sounds. The machine is so calibrated that there is a difference of three sensation units between any number and the number immediately following it.

The children who are being tested wear a head set similar to those used in radio reception, with, however, but one receiver. The ears are tested separately--first the right and then the left. The child writes the numbers as he hears them on a specially prepared form. The child who shows a loss of nine or more sensation units is retested. If on retest he still shows a loss of nine or more sensation units he is referred to the Board of Health otologist for an examination.

The otologist, after he has given the child an otological examination, sends a card to the parents requesting them to take their child to their own otologist for an examination and treatment. If the parents co-operate, they take the child to their own otologist and he then reports to the Board of Health his prognosis—whether the case is remediable or progressive. If the parents fail to co-operate, the school nurse calls on the parents and urges the necessity of medical advice. If the parents are unable to pay for the services of an otologist the case is referred to the nearest clinic for examination and, if necessary, for subsequent treatment.

THE REPORT OF THE HEARING SURVEY COMPLETED UP TO THE END OF THE SCHOOL TERM JUNE 17, 1927, SHOWED FACTS AS FOLLOWS:

Number of schools tested	30
Number of children tested	9,633
Number of children retested	1,529
Number of retest, having loss of 9 or more S. U. in one or both ears	839
Number of children examined by Board Otologist (including the 839 and others who reported ear trouble, but showed loss of less than 9 S. U.)	941
Number of notifications sent to parents whose children were *not* under the care of ear specialist	374
Number of children recommended for the study of lip-reading	157

8.7 per cent. of the total number tested showed a loss of 9 or more S. U. in one or both ears.

1.6 per cent. of total number tested had sufficient hearing impairment to necessitate the study of lip-reading.

The otologist for the San Francisco Board of Health says that eighty-three per cent. of all cases of defective hearing found in our city schools are remediable if taken in time and treated to a finish. This leaves seventeen per cent. of all cases of defective hearing for which the otologist can do little or nothing--cases of progressive deafness. For this seventeen per cent. our educational system gives a special training.

We have in San Francisco three different places where we may educate children with defective hearing: the Gough School for the Deaf, a conservation-of-hearing class, and lip-reading instruction in the pupil's own school.

It is not difficult to decide on the type of child that can be best taught in a school for the deaf. The child whose hearing was so far below normal at the time when oral expression should have been acquired that his speech is defective and he has not the ability to use connected language is best educated in an oral school for the deaf where he can receive careful speech training, language building, and acoustic education.

The cases that should go to a conservation-of-hearing class are fairly well marked. These pupils have a fair command of language, but their lack of hearing has cut them off from classroom exercises to such an extent that they have missed much of the work. Many of these children have been considered mentally subnormal until psychological tests gave them good or even excellent intelligence to the astonishment of their former teachers who had struggled with them and thought them hopeless because they had not realized that the difficulty lay only in defective ears.

The fairest test to use in most of these cases is the Pintner Performance Test which was prepared for use among deafened or foreign children. In some cases the Stanford-Binet test may be used successfully.

We have followed Dr. Love's recommendation in assigning pupils to the special class. Dr. Love says: "If a child does not hear a forced whisper within three feet, he should be classed as semi-deaf and educated in a special class." We send, then, all such cases to a conservation-of-hearing class in one of the regular elementary schools. This school was selected as the best place for this special class because of its convenient location and because it contains all grades from kindergarten through the eighth grade. A child assigned to the special class in this school can carry on the work of his grade with hearing children as soon as he is prepared to work with them easily and do well. At first he may recite only one subject a day with hearing children, but he has studied the day's assignment with the special teacher so thoroughly that he is so very well prepared on every point of the lesson that he goes with confidence and pleasure to his recitation. Ultimately he may recite all his lessons with the hearing children, relying on his special teacher for only a little extra coaching and for his daily lesson in lip-reading. Of course his continual training in lip-reading is the means through which he so progresses and develops that he is ready to meet his new problems. Sometimes a pupil will need to remain all day with the special teacher for weeks and even months, while other pupils are easily prepared to take a generous program with hearing children.

Whereas the cases that should be assigned to the School for the Deaf and the conservation-of-hearing class are easily recognized, the pupils for the lip-reading class are less clearly indicated.

Dr. Rodin, the otologist for the San Francisco Board of Health, says: "It is not always easy to decide just how much loss of hearing incapacitates a child so that lip-reading instruction is necessary. Children will vary; one child with normal hearing in one ear and a total loss of hearing in the other will have no difficulty in following a whispered conversation, and may be even unaware of the fact that he has a deaf ear; another child with normal hearing in one ear and a moderate loss of hearing in the other—say a loss of twenty-one sensation units—will be backward in his school work, have difficulty in hearing and be absolutely unable to follow whispered conversation. All factors have to be considered, such as: type of deafness, condition of ear drum, improvement expected under treatment, response to whispered conversation and scholastic record before recommending a child for lip-reading instruction. A consultation with the principal or the teacher may be of aid in making the decision.

Lip-reading is taught in practically all of our schools. In some of the schools the pupils are taught lip-reading by visiting teachers, and in others schools they are taught by opportunity teachers who have prepared themselves for this additional work by taking the courses in methods of teaching lip-reading offered by the Extension Division of the University of California.

The method used in our schools is a combination of two well-known methods used in teaching deafened adults—the Nitchie method and the Muller-Walle method. Experienced teachers have carefully adapted this work to the needs of the children.

For children too young for formal work our teachers give a series of lessons based on nursery rhymes, toys, playing store, and the like. For example, the teacher will recite in an audible tone some well-known Mother Goose rhyme, then the children will recite the same rhyme. Then the teacher in inaudible tone will question the child on the rhyme:—

Where did Mother Hubbard go?
What did Mother Hubbard want?
What did she find in the cupboard?
What did the dog get for his dinner?

If the children fail to answer, the rhyme is said over again by the teacher and the questions re-asked. The next day another well-known rhyme is used and questions from both rhymes asked.

The teachers make up their own material, adapting their work to the age, grade and mentality of the class; and they have in preparation a series of informational lessons suitable for the fifth grade, the subject matter of which is based on topics taught in the fourth grade.

In regard to the time allowed: At present, for the pupils in the elementary schools, we give but two half-hour lessons a week. It is hoped, however, to increase this time allotment. In the one high school where we have lip-reading lessons the pupils have four forty-minute periods a week. For this they receive three units of credit.

If giving only this lip-reading training we should be doing but part of our duty to the deafened child. We shall be doing our full duty only when his aural handicap is entirely removed.

Every deafened child is entitled to an education that will enable him to compete on terms of equality with the hearing child. This means that we must educate our hard-of-hearing child more carefully than we do the child with unimpaired hearing, if we are to help him overcome his aural handicap. During his school life he must be stimulated and aided to a superior efficiency.

In summary I may say that in San Francisco we are now engaged and have been for a year in testing the hearing of every school child in grades four to nine, inclusive. This survey will be continued during the coming year. To date the children in thirty schools have been tested. 8.7 per cent. of these children show a loss of nine or more units; 1.6 per cent. have hearing impairment necessitating lip-reading training. The parents of 376 children not already under the care of a specialist were notified of the need of such care. There are three types of educational service given to hard-of-hearing children. For the deaf there is a special school with its specially constructed building, specially qualified principal and teaching corps; for all hard-of-hearing children there is a special class operated in connection with one of the elementary schools; in practically all schools the children needing lip-reading instruction are afforded this instruction either through the service of a visiting teacher or through a special teacher in the faculty of the school.

The Mountain and the Squirrel

By RALPH WALDO EMERSON

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig;"
Bun replied:
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere,
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I
And not half so spry.
I'll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

Not Medicine But Food

By KENNETH W. ARCHIBALD
San Jose, California

PEOPLE of today are looking to the schools and demanding that they play a bigger part in fitting the young of the nation for profitable participation in life. They demand that the school be of the greatest possible help to the young person in its ranks in finding his own particular niche in which to do the work of his life. These people are beginning to see that there are greater possibilities for work of this kind than ever before. In the state of California some schools now have a person who is known as a counselor, whose business is to deal with the various social problems which come up in the lives of individual students. That is a decided step toward efficiency in education.

We have seen our young folk graduate from our schools, having somehow completed the requirements of study which we set down, but still with a baffled feeling, uncertain of which is the right thing for them to do. They go with that feeling many times from our high schools to our colleges, where there are many of life's real problems to be met, and they often do not have even a clear idea of what they expect to gain by being there. Only harm can possibly result from a situation of that kind unless it is quickly corrected, because, unless a student has a fairly definite idea of what he expects to get out of college, he is like a small stick of wood in a powerful whirlpool, powerless, and at the mercy of the current. While there is no doubt that our modern school system is a marvelous institution, it would be folly to say that there is no room for improvement, and this is just one of our problems. The fact that these problems exist shows that there is room for constructive work.

There are things about our present system of education which remind one of a parent administering a dose of medicine to a youngster. Are we not, perhaps, doing that very thing? Are we not, perhaps, giving education in the form of medicine rather than as food that is decidedly palatable, yet highly nutritious?

Long strides have been made in testing pupils to find out just what their outstanding abilities are, just what the things are in which they are vitally interested, but in many cases there seems to be a gap between these discoveries and their application to the course of study which the subject in question should take to bring out the best that is in him. The famous parable in the Bible about the ten talents certainly makes for a richer life, and, as Dr. Wheeler of University of California before his death said: "We need the abundant life."

Certainly any man is a better and happier person if the main stress in his life is laid upon the things which interest him most vitally. People are coming to realize that the school should be a place which will furnish practical working equipment. Life is man's workshop, and unless he has received a good set of tools in the first place, he cannot turn out a good piece of work. It seems that the schools of today ought to be directories, places where people could go to find in a direct way just what their particular niche in life should be, and thus save themselves much loss of time and much unhappiness which now results from being in the wrong job, a square peg in a round hole, as it were.

The job of the schools should be to bring out the best traits of all its pupils, and that can best be done by laying particular stress upon the special abilities of those concerned, thus giving to the world a wealth of human intelligence spread over a wide range of subjects.

Here, of course, the objection might arise that in the process of laying stress upon the special abilities of the individual, the general things which go to make up good citizenship would be overlooked altogether. The fact is, however, that by stressing the special abilities, a solid foundation is created upon which to build these other things, they being interpreted often in terms of the special trait itself, and thus being made more clear.

In order for learning to "take" it is necessary that the learner be in a receptive frame of mind. This cannot be if a person is on the defensive against something which he does not like. Create in that same person a feeling of well-being and contentment, and you can tell and show him almost anything you wish. You have fertile soil upon which to scatter the seeds of wisdom. The opportunity to use the special traits which he possesses immediately puts the subject in a contented state of mind, and there the ground is, ready to be sown. On the other hand, say to a person: "Finish up this batch of requirements before you so much as touch these other things which interest you so much. You must take these because they have a cultural value." The whole situation at once becomes to him like wading through a "slough of despond" to get to a clear trail on the other side. There must be an almost super-human will power and an exceedingly strong incentive in order to carry him through. However, put a few rising hummocks of turf for stepping stones, and the plodder plows through the hard places more willingly, for the whole situation looks more plausi-

ble to him, and is more easily accomplished. It may be the ideal situation to have the student plow through years of routine work which has little or no real interest for him, drawn on by the hope that some day he will be allowed to enter his desired field of work, but students are human, and humans can hardly be expected to exist on ideals alone!

The old Indian method of catching fish with hook and line was to break the bait in two and throw half to the fish and bait the hook with the other half. It worked! There is no better fisherman than the Indian. He reasoned that the fish, getting a taste of what he wanted, would put forth a great effort, and overcome the difficulties of current, etc., in order to get more of the same thing. The schools could afford to fish Indian-fashion by giving students the things as individuals which they most desire, and leaving to them, outside of pertinent suggestions, the business of rounding out that basic training for themselves. Almost any student would be willing to work through some hard spots if he could be shown just how those hard spots might have a direct bearing upon the thing he most wished to do, and most students are willing to be shown if approached in the right way.

Herein lies the secret: Find the individual's special liking and abilities and use them as a bait to draw him through other things which are perhaps not so alluring to him, but every bit as essential.

Teacher as Character Builder

By H. S. CROSS

CHARACTERS are formed, and there is no uncertainty on this score, whether we will or forbid. There are some who appear to believe that the most that we can do is to expose children to character-forming influences and trust that they may acquire the desired attributes as they would take the measles or whooping cough. These persons overlook the fact that scattered among the good are many influences to be avoided and that guidance is necessary if a childish mind is to follow the paths which experience has discovered to be the best.

Influences are somewhat varied, for home, school and intermediate contacts are contributing causes, although the two former may be most productive and most easily controlled. They must also undo some of the mischief caused by the third in case of need. Of the two, school has the greater possibilities, for it is a place of disciplined, planned study, and so accepted by a majority of the pupils. Home life may be ideal or it may be the reverse and because of that uncertainty must be deemed of secondary importance in many cases. But from all of these sources go out influences which may make or mar a life which has a possibility of extending for many years.

The ideal character "is like an inward and spiritual grace of which reputation is, or should be, the outward and visible sign." Accepting the fulfillment of this statement as a goal, all attempts to do so must be guided by a definite purpose, and this means a setting of the stage to that end.

In doing this the personality of the teacher is bound to be the greatest factor in the influence of the school. Unfortunately, this ability to influence does not extend to the entire personnel of the teaching force of any time or generation, for anyone who has passed through the grades of an educational course will be able to name one or more instructors so charged with essential qualities that the influence of their teaching is still at work. If a teacher is conscious of a lack of the qualities which appeal to the pupil, study of the characteristics which made a favorite teacher attractive may help to overcome deficiencies, but absolute honesty, fairness and enthusiasm will do wonders.

If any teachers get the mistaken notion that reputation is the thing to be attained regardless of other considerations, it would be better to change at once, for while this condition exists it is a possibility that the bubble of pretence may be pricked at any time by the keen intuition which children have in such matters and all future influence destroyed. The child, as well as the adult, hates to see its idols fall, but when the fall comes accepts the fact and passes to other ideals.

Many an adult has been amazed that his childish dreams could have cherished ideals so unlike any which he now holds. To be free of all restraint, so that he could avoid school and pass his time hunting and fishing was the desire of some now known for their enthusiasm for work. The flesh is weak in the most of us and such laxity is more in accord with what we feel than the inner promptings which inspire the effort to reach the goal. Many teachers realize the presence of an urge to the easier way and school themselves against any inward or outward sign of yielding to it. Such individuals may do more harm than good in this way, for an extremely stiffened backbone and a supercilious nose may make one an object to be avoided by the more normal and even become a derision to the scornful. In such a case the teacher becomes an implanter of characteristics, though negatively, which would shock her, or him, and would cause a right-about-face if the facts were known.

The flinty characters of the Puritans may not be attractive, for they were stern men in a stern world. Softer conditions which now prevail require less harshness, but a tendency to loose thinking and a corresponding relaxation of ideals which have been the data of character building have made necessary as much iron as ever. While the externals of the old order, as dress and demeanor, are no long important factors in the life of the teacher, as much is expected of her in results as ever. Perhaps there is more, for with the defection of so many parents there is a greater burden upon our schools than in the days of our forefathers. In spite of this, we hear from the colleges, where there is a greater opportunity to know and compare results, that the young men and young women of the present day are better than were the students of a generation ago. Unless our fears have been caused by talk alone, this means that teachers are having better success in their task of character building than their predecessors. And this in the face of a greater proportional attendance in the colleges which a generation ago were receiving only the pick of the best schools.

It is possible that some of the teachers who are not succeeding are failing because their own characters will not stand the test. Any body of teachers contains some who will not live up to their own teaching. The teacher who requires more of the pupil than he or she is willing to give must change either the attitude or the teaching, for a talk on punctuality has little value unless it has a background of punctuality on the part of the teacher. Johnny may listen quietly, but his mental comment will not be flattering if the lecturer does not have a perfect record. Anyone who has attended large gatherings of teachers knows that there are some who do not hesitate to acquire an article which they covet when the owner's back is turned. One black sheep in a multitude cannot harm the rest, but we wonder how the culprit deals with cases of purloining when teacher becomes the judge and some wailing infant the prisoner at the bar.

It is easier to believe that almost one hundred per cent. of the teachers are succeeding in some degree if we are to judge from statements from the colleges. There is no doubt that the present teaching force is superior as a body to that of years ago in training for their work, and that most are as devoted to their profession as teachers of former times. Fitted as they are to accomplish the task of training better American citizenship they may fall short because the parents of their charges either fail to co-operate or, in blind co-operation, meddle most intolerably. While it is easy to say that there should be perfect understanding between home and school, the actual condition is not always easily attained. The difficult cases are due to lack of mutual understanding aggravated, maybe, by what little Johnny or Nellie tells at home and at school. Personal contact, with the assistance of all the tact which the teacher can muster, may do wonders to relieve the situation and open the way for an understanding which will enable all to achieve results through united effort.

The teacher must determine that personal and social contacts shall be made regardless of other duties or of inclination in order that the proper point of view may be obtained. If this is not done, the tendency will be to narrowness of view which will greatly hamper attempts made to instill character.

Intelligence Tests

By DR. FRANK CRANE

MRS. SUSAN B. DORSEY, superintendent of Los Angeles schools, and a bright woman, said the other day that: "An intelligence test does not measure intelligence, but achievement.

"It does not measure brain matter nor brain opportunity," she continued. "It is a test of mental experience rather than mental ability."

This is the gist of the whole matter very admirably summed up by Mrs. Dorsey. The intelligence test is really a test of how sophisticated you are.

We have often wondered about these tests and have always believed that we were not dumb simply because we didn't know the capital of Afghanistan.

It is the same trouble with all examinations. They are really tests of what you have seen and heard, of your experience.

A man may have a very keen intellect and may not have traveled very much, nor seen many things, nor read many books. Keen minds and capable, well-balanced brains are as common out in the backwoods as they are in the city. The city mind merely has the advantage of having been about more.

We place too much value upon mere knowledge, mere acquaintance with facts and mere familiarity with data. We over-emphasize sophistication.

To be sure, experience is said to be the best teacher, but there is something also to be said for solitude and reflection. A man may gain adroitness and readiness by wide acquaintance and large experience, but it does not necessarily mean that he has any better brain.

As a matter of fact the commonest result of sophistication is boredness.

The capacity of a man's intelligence or the dexterity of it is not measured by the extent of his fund of knowledge, but his ability to use that information.

School Problems

Edited by a School Executive

53. How can we secure for scholarship the prestige now attached to athletic success? (Colorado.)

We cannot. Moreover, the trend is quite the other way, but it need cause us no disturbance. It is a natural condition in the educational turnover from the old bookish, scholastic idea of learning to a living acquisition of power and service. Prestige for book-learning in itself is past, but we are building slowly but steadily a recognition for service both social and scientific, building a prestige that lasts. A football captain may own the theatre on the big game night, and people by the thousands turn out to a movie star's funeral, but names like Pasteur and Madame Curie mean uncovered heads and as I ride through the golden glory of the forsythia bushes in springtime a "Lord love you, Mr. Forsythe. A thousand bells of gold are ringing out your name!" wells up from the heart. Rare, rare exceptions of prestige, you say. Yes, but lasting, and however few at the top the fact that there is a top in service prestige is the inspiration for the great student body to climb. The fact that service depends for its value on knowledge as well as power is the only kind of prestige that we can hope to build up for scholarship. It will probably never be as high nor as loud as that for athletics, but it can be more lasting.

54. Some one has called freedom in the classroom "a middle ground between slavery and license." Is that right? (Virginia.)

To me that sounds like a catch phrase, and doesn't mean much of anything. Freedom in a classroom depends upon many things such as the age of your pupils, the number present, the kind of work and the personality of your teacher.

School is a man-made institution, and therefore its atmosphere must always be somewhat artificial and limited. We must recognize this. Under these circumstances our problem becomes giving as much liberty or freedom for individual action as will most promote individual growth without detracting from class or group progress. This means studying one's local and immediate conditions and applying the best organization, methods, and techniques yet found.

Class movement always limits freedom. By cutting this down to a minimum you make a good start. Then the promotion of the development of individual possibilities follows with kindly consideration of the other fellow and the good of the whole as a constant check and safeguard.

55. Should the School Department pay the teacher's expenses to county conventions or for visiting schools? (New Orleans.)

Ordinarily No. You cannot succeed in any profession without putting some money back into it for growth and improvement. This is just as true of teaching as of law and medicine. County conventions and visiting days are for teachers' improvement and are usually a small matter of expense. Dignity and self-respect demand that it be borne by the teacher himself. If there are special trips at a distance and calling for considerable outlay of money made at the request of the superintendent that is a different matter and calls for special adjustment.

Teachers are much better off where they get enough salary to care for all their professional as well as their personal expenses, and do so. It is a more dignified position for the teacher and puts him on a higher professional plane with the people

56. Is it ethical for a teacher to tutor her own pupils for money? (Arkansas.)

As a rule, no. It is usually agreed by teachers that they hand over these pupils to other teachers, thereby saving themselves misunderstanding by parents and others. The tutoring should be done by a teacher recommended by the school authorities, and in this way all doubt and suspicion are forestalled.

57. What can I do with a teacher who has lost her hearing but retained her tenure? (California.)

This seems to be quite a common situation. Whether she can continue in her present position depends upon her work, its kind and grade, and her personality. I have seen teachers who were quite deaf yet doing surprisingly good work in the elementary grades. Of course, they were unusually strong teachers in every other way, and the work of the building had to be adjusted in minor details to meet their handicap.

Frequently this kind of teacher is placed in the school office as secretary to the principal, and becomes far more valuable than any ordinary clerk.

We need teachers trained to teach hard-of-hearing pupils, and this would be a fine field for such a teacher. She can study lip-reading and the difficulties of different kinds of deafness and soon be a great asset in a teaching world where her own handicap would make her a source of sympathy and inspiration for others.

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By CHARLES H. JUDD

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THERE are evidences on every hand that the specialized forms of knowledge which the schools impart in particular subjects of instruction do not supply the training of personality and of character which is needed to fit pupils for responsible and successful living. The demand is being voiced on many sides for more training which shall improve the morals of pupils and shall render pupils more competent to discharge their social obligations.

Very often sincere efforts which are made to supply instructional material for character-training fail because they deal with the matter in a vague and abstract way. Not infrequently there is a disastrous mixing of sentimentality and artificiality in the moral teaching undertaken by would-be reformers.

It seems obvious that the problem of providing proper lessons for character-training should be attacked systematically through a detailed analysis of many practical situations so that concrete cases and concrete modes of teaching may be discovered. Professor Charters has undertaken such an analysis. He brings to this task the technique of curriculum-making which he has employed successfully in the fields of industrial and commercial job analysis. He has availed himself of the experience of parents, teachers, and school administrators on a scale which provides him with a variety of cases and with a comprehensive series of plans for dealing with these cases. The statements in this book are consequently specific and concrete. They are free from the vagueness and remoteness which destroy the effectiveness of many of the plans for the character-training.

The book is not merely a series of suggestions on which specific teaching practices may be based; it exhibits a method by which teachers may become independent in their study of the individual needs of their pupils. The reader who secures a proper understanding of the purposes of the book will be led to undertake the extension of the plans here outlined. As a result, character education should develop into a progressive treatment of pupil needs. It should adapt itself to individual differences and to a great variety of situations. It will thus be saved from the formalism from which such education has often suffered in the past.

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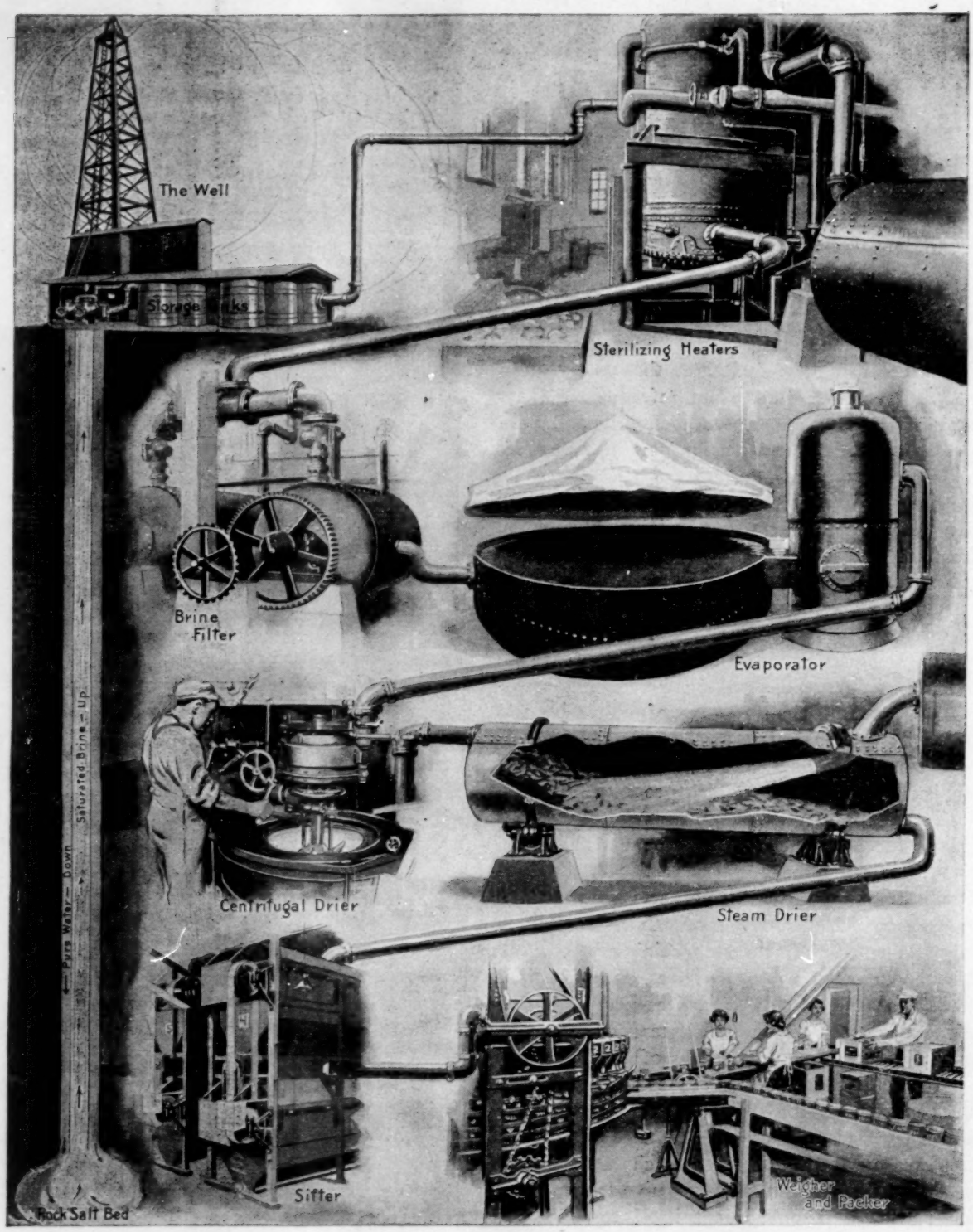
HOW THE "SALT OF THE EARTH" REACHES YOUR TABLE



The above illustration of how the "Salt of the Earth" reaches your table is from page 3117 of Compton's Pictured Encyclopedia, published by F. E. Compton & Company, Chicago.—*Advt.*

Uncommon Facts About Common Salt

By A. E. WINSHIP

NOTHING used by everyone in every home of every land is more common than salt, and we have had three surprises in revelations about salt—the last of which has recalled the others.

In 1926 in Louisiana, near Lafayette, we went to Avery Island, which is not an island, except that there may be narrow, shallow channels all around many acres of good land, and we went down into a salt mine. We were lowered down two thousand feet in an elevator shaft into a vast cave about twenty feet from bottom to top with horizontal shafts twenty feet wide and twenty feet high leading off in every direction as far as we could see. There were no pillars to hold up the roof as none were needed. The floor, the ceiling, the walls, everything was pure rock salt as hard as any rock, and all the open space from these two thousand feet below the surface had been pure rock salt which had been mined and taken up on the elevator. It is estimated that there is salt enough in this mine to supply the needs of the people of the earth for a hundred years.

We are still thrilled in remembrance of our experience down there where men were blasting and handling this wonderful salt.

This experience recalled our amazement many years ago when we discovered that the real motive for financing the Columbus voyage to the East Indies, as he supposed, was his belief that he could get pepper from the East Indies, and at the same time we discovered that one of the leading causes of the French Revolution was the cost of salt to the common people.

The great religious crusades were promoted by promising each crusader two pounds of pepper when the crusade succeeded, and the Roman soldiers received salt in part payment for their service, hence the word salary—salt money.

But the first great salt surprise to us was the salt works at Syracuse, New York, and these works have never ceased to be a surprise. All of these surprises account in no small degree for our interest in the illuminating article in Compton's Pictured Encyclopedia on "How the 'Salt of the Earth' Reaches Our Table."

A Prayer for Schools

By FRANK CRANE

O God, Thou hast put into our hands the future of the race. We are made co-workers with Thy spirit in creating the world that is to be. Thou hast put every new generation in the lap of the old, that there may be continuity of growth. Awaken us to our responsibility. Stir us up to our own incomparable privilege. Make keen within us the conviction that we have no work more vital to do than to teach. Reveal to us the school as the heart of the world's work. Vast problems press upon us. The world is upturned. The masses seethe in the ferment of untried theories. Yet the way is so simple! It lies through the child. The road to the Golden Age runs through the schoolhouse. There is no reform, however far-reaching, no establishment of justice, however revolutionary, that might not better be accomplished by patience through the instruction of the children than through the schemes of politics or the violence of war. Arms and disorder, destruction and over-turning, are man's way. The school is Thy way. Lay upon the conscience of every teacher the divinity of his employ. Give him the enthusiasm of his opportunity. Show him the beauty, the majesty, of his calling, the marvel of his art, the proper pride of his craftsmanship! Make every parent realize that the best gift in his power for the child is the school! Lay deep in every child's heart an unshaken ambition to learn, to know, to come to mastery. And unfold to us increasingly what education means! Shake from us the ghost grip of the past, the narrowing hold of tradition, while we still preserve what is good. Deepen, broaden, enlarge our conception of the school. Make us glad to spend more for it, as the best of all investments for the security of the world. And show us that there can be no salvation for the race that does not first mean salvation for the child, by striking from his brain the chains of ignorance, from his heart the iron rim of superstition, and from his hands the curse of the unskilled!—Wisconsin Journal of Education.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Resolve

What is it that lifts up a man who has been beaten down and gives him new courage to face the world and, at last, defeat it?—His unconquerable will. Only he is defeated whose will is broken. What inspires a man to see the gold in the dirt about his feet, flowers in an alley, stars in a clouded sky, joy in the midst of sorrow, peace in the very centre of cyclonic winds? His encouraging will, which colors and fashions the world about him, stilling its strife and revealing its mysteries to him. What is it raises a man above the creatures that surround him, giving him a high and noble brow, placing in his eyes the clear light of great purposes, shaping his strong hands to the use of tools, causing him to stand erect with a backbone pliant as thin steel, but strong as the tendons of an ox?—His ennobling will that lifts him daily out of the dust, showing him the stars and the glories of the earth. What is it furnishes broad, sustaining wings on which the spirit of man may mount close to the throne of God, showering over him, as he flies, the bright beams of noble thoughts and hopes?—His uplifting will that makes the earth the perching place which the mighty eagle of the spirit spurns with the last touch of its rising feet. How nobly is all this expressed in the following poem:—

RESOLVE.

By Charlotte Perkins Gilman

To keep my health!
To do my work!
To live!
To see to it I grow and gain and give!
Never to look behind me for an hour!
To wait in weakness and to walk in power.
But always fronting onward toward the light.
Always and always facing toward the right,
Robbed, starved, defeated, fallen, wide astray—
On with what strength I have
Back to the way!

The Shortest Sermon

There was once a very proud chieftain who hired three wise men to counsel him. One day he summoned them before him and said: "I want each one of you to preach me a sermon. I do not like long sermons, therefore I shall give a bag of gold to him whose words are few and yet whose message is of some mighty sort. Meet me here under this old oak tomorrow at eleven for the contest." Thus dismissed each one of the wise men went his own way. One sought the mountain top for inspiration, one sought the valley, where the river winds, and one spent his whole time walking up and down the village listening to the words that fell to him from the lips of others. Promptly at eleven the chieftain met them under an old oak. "Since you are the oldest," said he to the first wise man, "you may begin." "Sire," said the man, "yonder is your castle blazing in the sun; here in my hand is a lovely flower. As the flower is more perfect than the castle, so is the maker of one more powerful than the other." "Splendid," said the chieftain. "I understand." Turning to the next oldest he then said: "What have you to say to me?" "Sire," said the second wise man, "your kingdom surrounds yon mountain on all sides, but a thousand years from now the mountain only will remain." "Excellent," said the chieftain. "You have done well also." Then turning to the third wise man he said: "And what say you after hearing these two?" "Sire," said the third wise man, "your word is law, but can you command the sun to stand still and be obeyed?" "Most excellent," cried the chieftain. "It will be difficult to choose between you." "Why choose," said the court jester, who stood nearby all dressed up in his cap and bells. "Why choose when I can preach a mightier sermon with no words at all?" "Nonsense," said the chieftain. "Truth," said the jester. "The bag of gold is yours," laughed the chieftain, "if you, a fool, prove wiser than the wise." "So be it," said the jester. Then with one long finger he pointed to the headstone of a nearby grave.

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The Idle Cylinder

Not long ago I wished to drive my car to a distant city. Everything went fairly well as long as I was rolling along on level ground, but when I came to a steep hill my engine began to lose its power. "That's funny," I said to myself, "one of the cylinders must be idle." All the long way up that hill the other five cylinders tugged and pulled to make up for the idleness of the sixth. People passed me and looked around to see why I went so slowly; other people honked their horns to tell me to keep out of the way; a much lighter and smaller car passed me in a swirl of dust, a man on a bicycle gradually pumped up the hill ahead of me. When I reached the top I got out and examined the engine. Sure enough, one of the cylinders had ceased to fire. It was getting plenty of gas and every mechanical part was working perfectly, but the spark plug was out of order and no power-giving spark was working it into energy and life. While I worked over the engine, putting a new spark plug in place, the thought came to me that life is a high-powered machine, that we are the cylinders that drive it on, four to a home, perhaps, four hundred to a school, one hundred million to a nation. Here and there among the hard-working cylinders are others, perfect in every way, filled with the energy to do their share, but lacking the divine spark, the purpose, the ambition, the brilliant, blinding will to add their energy to the rest. In my heart grew up a pity for that group in which the idle cylinders are slowing down the rest, letting the world flash by with a honk of a laughing horn and a cloud of dust. It would not be so bad if the idle cylinders could be dropped out and left behind, but unfortunately, they are welded into the whole machine and must be carried on and on as long as the machine holds together.

The Eternal Law

Do you wish to learn the answer to the mysteries of life? Then go to the garden or the sea bottom and study life as you find it in its simpler forms. The other day I wished to test this theory of mine. I had been reasoning about the four great stages of man's development. I had followed him through the dark days when, thousands of years ago, he battled with the earth for his very life. I saw him at that time thinking largely of what he should eat and what he should wear, and how he should protect himself against the brute world about him,—its savage animals, its hostile men and its bitter cold. I had followed him also through the second great stage of life wherein I saw him as the conqueror of the earth, bedecking himself in royal colors, building great churches, painting lovely pictures, showing forth in all his daily acts the mighty emotion that surged within his soul. I had gone further and followed him into the present age,

seeing him, the intellectual giant that he is, the master of machines, the thinker of big thoughts, the delver into nature's secrets and the builder of civilizations greater than have ever been seen before. Then, in vision, I went on far into the future and saw man, a spiritual creature, using his mighty intellect to protect his body and meet its bodily needs, to create noble masterpieces of art and literature, to bring the secrets of the universe into the light of common understanding, and dedicating all to the unselfish service of mankind. Then I paused. If this theory of a great law working under all growth is true, then I should find it shown forth in the lesser life about me. I should find it proven in the history of a common flower. In my garden, that very morning, I had found a calendula, in spite of heavy frost, still glowing like a soft, warm golden fire. I took it in my hand and studied it. Did it follow in its growth the great law that I had seen working out in the lives of men? My mind went back to a bright spring day when I planted the calendula seed. I saw the little plant in the days that followed, struggling in the dark earth, sending forth roots, and conquering for itself the crude elements around it. I then saw it rise above the earth, sending soft green leaves into the sunlight. Like man, it had entered into the emotional stage of its existence, for those leaves had feeling. They turned to the light and withered under too much heat or cold; I then saw the noble golden blossoms come and as I examined the one in my hand I knew at once that the plant had grown up into the days of its intellect, for where, on this earth, could one find more beautiful color selections, more lovely designs, more clever devices for using the energies of creatures about it in fertilizing its seeds than found here in this simple flower? Surely all formed a clear proof of a high intellectual power behind it; and then, as I looked at the plant in my hand, I knew, too, that the flower was sacrificing all for the sake of the little brown seeds that were packed so carefully into the space between the circle of golden petals. In its seeds, each one the noble container of the principle of life, the calendula had reached its spiritual heights. "What a wonderful world," I thought, "where the simplest flower is kindred to the noblest man."

The Ox and the Fly

An ox all in a sweat from his toil
Was ploughing a field.
A fly sat on the plough.
Noticing the fly, a bee asked:
"What are you doing on this vehicle, sister?"
The fly replied proudly:
"We are ploughing!"

—From Ziburelis.

What an ox and what a fly! What a short story! I see flies sitting and oxen grunting and bees asking questions. I see the fields plowed and the grain planted and I notice that the point of the steel plowshare is very bright because of its struggle with the dark earth. Now, if there is to be a harvest someone must plow and someone must draw the plow and someone must plant the seed and tend the wheat and harvest it; someone must thrash it out and grind it and make dough of it and bake it and all the while I seem to see the same useless fly buzzing about in the way and, at last, settling on the food to help eat it. Is it any wonder people feel called upon to swat the fly?

Compensation

By John Leonard

Man's greatest Peace on earth? you ask;
The realm of conscience clean.
Man's greatest Work on earth? you ask;
To serve with will to serve.
Man's greatest Joy on earth? you ask;
To lend a helping hand.
Man's noblest Duty here? you ask;
Man's love for fellow man.

—Exchange.

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Thirty-Four Miles Of Book Shelves

The University of Chicago's book shelves have been stretched out to thirty-four miles as a result of library acquisitions the past year, a university statistician reports. Over 1,000,000 volumes and pamphlets are owned by the institution. Among new collections announced in an annual report was the Crown Prince of Sweden's contribution of 450 volumes of Scandinavian literature and material showing sources of American history.

Thurstone Tests Showing Results

That ninety out of every 100 freshman students who grade sixty per cent. or better in the Thurstone intelligence test will turn out to be good students has been indicated in three years of experience in the University of Chicago. Only six per cent. of the students who were marked below 20 per cent. on the test have proved capable of making a success in college. The test, devised by Dr. Louis Thurstone, psychologist at the university, is designed to measure the student's "capacity for abstraction"; it is a test of brightness.

Teachers Crowd Yale Courses in Education

Teachers do not stop learning when they start teaching, it is shown by the statistics of the Yale Department of Education. In the seven years of the department's existence over 2,250 teachers have enrolled. The attendance for this year is expected to be over 600. These teachers attend courses especially provided for them on Saturday morning and late in the afternoon. In addition to subjects of special interest to teachers, superintendents of schools and principals are given courses in modern educational trends. Teachers who have not had a college education are allowed to take courses in English, economics and sociology, mathematics, Romance languages, the fine arts and public health.

More Attention To Deafened Pupils

For instruction of hard-of-hearing children about fifty teachers are employed by public schools in the United States, according to a report of the commission on education of the American Federation of Organizations for the Hard of Hearing. In addition to private schools for training teachers of speech reading, normal courses are offered in Boston Teachers College, the University of Rochester, Johns Hopkins University, University of California (extension division), Michigan State Normal College, and a course is conducted under the auspices of the Brooklyn Teachers Association.

To Grade Mathematics

Three distinct courses of study in mathematics, for bright, average and dull pupils, respectively, are in process of formulation by the Cleveland (Ohio) Bureau of Educational Research in co-operation with a committee of junior high-school teachers.

Principals as Guide To Teachers Asked

Principals of schools need to be relieved of some of their administrative work and to be given more time for supervision of teaching, in the opinion of Jeremiah E. Burke, superintendent of schools of Boston, expressed in a discussion of "Supervision," which will be part of his annual report for 1927. "The principal of the future," he says, "must possess the rare faculty of giving to teachers of all grades under his control, effective and timely assistance through the medium of sympathetic, constructive, and expert supervision. The principal to a greater extent than heretofore must be a guide and trainer of teachers, especially of the younger teachers. It is, therefore, incumbent upon the principal that he become as skillful in supervision as he is capable in administration."

Trade School Students Aided

Students in Connecticut between fourteen and twenty-one years of age who are attending a state trade school outside the town in which they live are allowed by the state board of education fifty per cent. of the cost of their transportation to and from school not to exceed $35 per year.

Mental Hygiene Work In Leading Colleges

Fourteen of the leading colleges and universities in the country are now doing mental hygiene work for their students, according to Dr. Arthur H. Ruggles, consultant in mental hygiene at Yale University, who commented upon the rapid growth of the recognition of the place of mental hygiene in education. "Mental hygiene in college," Dr. Ruggles said, "is not a search for mental diseases, but is rather a part of preventive medicine, with special emphasis upon increasing mental efficiency in students through a better adjustment of their emotional life. In every college there is a certain percentage of boys and girls who are struggling with some definite problem of adjustment—many individuals who are in urgent need of help and guidance if they are to be saved from mental shipwreck. There are also many others who could be saved from mediocrity by a deeper knowledge of themselves and their own problems, who with a little assistance could make far better adjustments to the demands not only of college life, but of broader life that they will enter when they leave college."

Parent-Teacher Congress Increases Membership

Membership in the National Congress of Parents and Teachers increased from 98,844 in 1918 to 1,133,357 in 1927. The five state associations reporting the largest membership are California, with 136,785 members; Illinois, 92,645; Ohio, 61,438; Michigan, 60,717; and Missouri, 60,354.

College Gyms Urged To Teach Recreations

Fishing, hiking and gardening should be included in the athletic program of colleges as a means of training men in the sports they are most likely to enjoy in later life, Professor H. A. Scott of the University of Oregon told the convention of directors of physical education in colleges. Admitting that few colleges have the equipment for such pastimes, or could permit the men time to enjoy them, he suggested that such sports could be substituted for a definite number of hours in the gymnasium, under a more flexible athletic program than is now generally employed. His suggestion arose as a result of a survey of the physical recreations enjoyed by 300 business men, in which each man was asked to state what sport he had most enjoyed as a boy, that which he had enjoyed as a young man, his favorite diversion in middle age, and finally what he advised the colleges to teach their students. Gardening was the last recreation of the young man, but it headed the list of the sports the writers advised teaching. The other suggestions in order were swimming, golf, tennis, hiking, fishing, handball, calisthenics, boxing, baseball and hunting.

Nature Study For Rural Schools

A nature study project involving a special study of common birds and insects for seventh-grade pupils and a similar study of trees, flowers, and weeds for pupils in the eighth grade is in preparation by the department of public instruction of Michigan, for use in rural agricultural schools. The work will combine home and school activities and may be correlated with regular courses in English, geography, agriculture, and general science; it will be a prerequisite for courses in botany and zoology. It is expected that the course will be given by regular teachers, supervised by the teacher of agriculture.

Supervised Research for High School Students

Less recitation and more study, and less home work and more supervised research, are distinctive features of the new plan of education inaugurated in high-school classes of Highland Park, Mich. Following the system which has been successfully used in the high school of the University of Chicago, courses are divided into four distinct sections: The inventory test of diagnosis, to discover the capacity and previous knowledge of the student; the preview, in which the student will be given a general idea of the course of study; the assimilative period, in which the student with the aid of guide sheets engages in outside reading and research covering the period of the course; and the period of organization and recitation during which the student, in short platform talks or written theses, discusses the material studied during the assimilative period.

Approval Given Free Textbooks

Teachers, superintendents and other authorities of public schools in which free textbooks are used, generally express approval of the plan, according to a statement made by the Bureau of Education. "The adoption of textbooks for use in any school or system of schools is important in determining courses of study and methods practiced in schools not carefully supervised," the statement said. "The importance of the selection of textbooks has been recognized by executive action regulating it in some degree in all the states. Philadelphia was probably the first city to provide free textbooks for children attending public schools and Massachusetts the first state to pass a state-wide mandatory free textbook law. At present nineteen states and the District of Columbia supply elementary school texts without cost. An inquiry recently made concerning the success of the plan of supplying free textbooks indicates that the consensus among teachers, superintendents and school authorities is in favor of the system. Free textbooks apparently give greater opportunity to all classes of pupils, cost less than when purchased by the individual, and aid teachers in meeting the requirements of the course of study."

Even a Graduate Student May "Crib"

For dishonesty in classroom work 99 students out of a student body of 8,500 at the University of Wisconsin were reported to the discipline committee last session. Of the 99 students 54 were found guilty and punished, and of these 35 were men and 19 were women. During the past three years 165 students have been found guilty and punished, of whom 117 were men and 48 were women. Of the three-year total, 70 were freshmen, 50 sophmores, 31 juniors, 12 seniors, 1 was a graduate student, and 1 an adult special student. The most common penalty imposed upon those found guilty was "probation," and the requirement that extra credits be earned for graduation. Nine students, of whom 4 were second offenders, were suspended during the three-year period.

Masons Give Million To Teach Government

A gift of $1,000,000 from the Supreme Council, Scottish Rite Masons of the Southern Jurisdiction, to George Washington University was announced by the university trustees. The gift is the largest ever made to the institution. The disposition of the money will be in the hands of the trustees for use beginning of the fall semester, 1928. It is for the establishment of a school of government.

Negro Schools Compete in Texas

Negro schools to the number of 413, members of the Texas Interscholastic League of Colored Schools, participated last year in literary and athletic events in county and district meets in the state. The organization is under the supervision of the state farm-extension work among negroes, and has for its purpose the promotion of academic and physical education through interschool contests.

Preference Shown For Cultural Subjects

Of 545 courses of study outlined last year by the public library of Cincinnati and Hamilton County, Ohio, four-fifths were devoted to cultural and one-fifth to vocational subjects. The courses in greatest demand were of English and American literature, travel, child study, the short story, psychology, philosophy, and comparative religion.

Study Art of Lying To Develop Imagination

The best liars and would-be's of Central high school at Knoxville, Tenn., have formed an Ananias Club with Thomas Conner as president. The art of manufacturing more and more plausible "stories" and excuses will be studied at the club meetings each Wednesday afternoon after school. Its purpose is to create active imaginations in its members. About thirty girls and boys attended the first meeting.

Million in College, Is Educator's Goal

A million young men and women in the nation's colleges is the goal held up to educators by Dr. W. B. Bizzell, president of the University of Oklahoma. "The idea that too many students are going to college is fallacious," he declared. "There were more than 850,000 students in 650 colleges at the beginning of this year. That percentage is not high compared to the population. There never was a time in the history of our country when so many boys and girls came to the colleges to get an education and were readier to sacrifice for it."

Tuskegee Institute In Collegiate Ranks

Courses of collegiate grade leading to the bachelor of science degree have recently been organized at Tuskegee Institute, Alabama, in agriculture, education, and home economics. They are designed for the training of teachers. For several years college courses have been offered at Tuskegee, but except in the department of agriculture they were not organized as degree courses. Entrance requirements are the same for all courses, graduation from a standard four-year high school, with fifteen units of work.

Texas Schools Founded in Oil

Without issuing bonds, the new towns that have sprung up since the opening of west Texas oil fields are building schools rivaling in value and beauty those of older towns. The discovery of the great wealth of oil in the region produced a large income from taxation, making possible the most modern public improvements without the creation of a public debt. Schoolhouses which cost $100,000 are being built on sites which only a few months ago were pastures for cattle and sheep.

Many Trades In Evening Classes

Instruction in 150 different occupations is provided in trade classes of evening schools in New York City. New courses will be organized on application of twenty-five registrants. Increasing insistence of trade-unions that apprentices avail themselves of the instruction offered in evening trade classes has resulted in steady expansion of the work.

University Has Co-operation of Bank

The University of Michigan department of engineering research has entered into a contract with a trust company whereby university engineers will make searching analyses of the present and future possibilities of corporations or individuals to determine the soundness of the industries issuing certificates for sale to the public.

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TREND OF THE TIMES

STREET LAMPS in one of San Francisco's residential districts are lighted and extinguished by a radio wave riding a 4,000-volt electric distribution wire. The new method, known as the carrier current street light control, was originated by the General Electric Company, and the Pacific Gas and Electric Company of San Francisco is the first lighting corporation in the United States to give it a trial in actual public service. So far it has worked well and it may be that radio will be used to control all the street lights of the city.

AIRPLANE PRODUCTION in the United States reached a new peak in 1927, the Commerce Department announced as it began to make a statistical analysis of the industry. In 1926 American manufacturers produced 1,186 airplanes and during the eleven months of 1927 reports from one-third of the airplane builders indicate a production of 1,525 planes, with 1,239 unfilled orders on hand.

HOME SEWING is still practiced to a large extent by women living on farms, in villages, in towns and smaller cities, according to a survey made by the United States Bureau of Home Economics. The larger the community in which a woman lives, the less sewing she is likely to do. Even the ownership of sewing machines falls off as the community grows. Many hold that ready-made garments have more style than the home-made product, and save time and energy. One factor in home sewing pointed out by many women and taken as an indicator that the art will survive is enjoyment of the work.

CITIZENSHIP was granted to almost 200,000 aliens this year in the United States, as compared with approximately 150,000 in each of the past three years, declares Harold Fields, executive director of the League for American Citizenship. Naturalization certificates were granted this year to 34,000 women, showing a tremendous increase over the numbers for the three preceding years. The number of men seeking first naturalization papers in 1927 dropped to 203,000 as compared with 375,000 in 1924.

KINGLESS WORLD within the next century is the prediction of Vincente Blasco Ibanez. "Look at Europe now. Not more than four or five Kings are left, and Republican sentiment is spreading fast. That is largely due to the influence of the United States." Although he said that he felt more in sympathy with the people of America than with those of his own country, the Spanish novelist added he had never learned a word of English on his various visits to the United States and did not intend to learn any.

SUN'S KNOWN rate of radiation indicates that its mass must be diminishing at the rate of about 250,000,000 tons a minute, according to J. H. Jeans, English mathematician and astronomer. At the present rate of radiation the total mass of the sun would provide radiation for fifteen million years.

AVERAGE AMERICAN is ill about once every year, according to conclusions reached by the United States Public Health Service after a survey it conducted. For the purposes of the investigation a small inland city was selected as representative of the average American city. It was found that there was an average of 1,050 illnesses yearly for every 1,000 inhabitants. Forty per cent. of the illnesses were of sufficient gravity to require confinement to bed.

VOICES of famous men who have spoken over the radio are still wandering in the ether, and if wireless development continues at the present rate they may be picked up a hundred years hence, according to engineering experts of the Marconi Company. They have actually trapped messages after they have passed a third time around the earth. It is not impossible, they say, that fifty years hence the voices of men long dead may be still wandering about and be picked up by sensitive instruments.

LIQUOR FINES netted the federal treasury approximately $5,000,000 last year. Although the government has no desire to make crime pay, James M. Doran, prohibition commissioner, said, the income at present pays a large portion of the cost of dry law enforcement. Enforcement is from thirty to forty per cent. more effective now than four months ago, he stated.

SOVIET RECOGNITION by the United States will be proposed by Senator Borah, chairman of the committee on foreign relations, in a resolution to be introduced in the new Congress. Although entertaining little hope for favorable action, he said he believes there is a "steadily mounting sentiment" for recognition, especially among business men.

The BOOK TABLE

PAGEANTS WITH A PURPOSE. By Dr. Linwood Taft. New York: A. S. Barnes and Company.

Pageantry has a civic as well as an educational mission, and Dr. Linwood Taft is gathering some of the most valuable pageants for A. S. Barnes and Company of New York in a series of books under the designation of "Pageants With a Purpose" with "The Nations of the World," a pageant designed to show their contributions to civilization, prepared by the faculty of Public School 53, Buffalo. This is a pageant designed to show what the most important nations of the world have contributed to civilization. The pageant is based on fact, so that its presentation is not only pleasurable and colorful, but educational as well. It endeavors to answer a call by teachers and leaders for a pageant which amateurs can produce in schools or communities, for children or adults. It is in simple form and can be staged by people of little experience in pageantry.

While it has been written for a cast of three to four hundred actors, it can be produced with a cast as small as one hundred. This may be done by reducing the number of dancers, by limiting the number of Incas Indians, by using one person instead of thirty-five to represent the additional states of the Union, by using eight defenders of America instead of thirty.

PICTURESQUE PORTO RICO. Stories and Poems. By Elizabeth Kneipple Van Dusen. San Juan, Porto Rico. Cloth. 291 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Of all the supplementary books in geography, no two series with the same approach, all justified by their individuality, none has quite as charming a personality, we think, as have the two books on Porto Rico, "Stories of Porto Rico" and "Picturesque Porto Rico, Stories and Poems."

While each of these books has been created for special use in the schools of the Island and for the homes of Porto Ricans they should be in every school library of the United States.

BEGINNING CHEMISTRY AND ITS USES. By Frederick C. Irwin, Byron J. Rivett and Orrett Tatlock, all of Detroit Public Schools. Cloth. 606 pages. Evanston, New York and Philadelphia: Row, Peterson and Company.

A knowledge of chemistry is the nearest approach to appreciation of miracles that can be taught in school. It is quite natural to write and speak of modern achievements through chemistry in a mystical way, and even textbooks easily rise to magical heights which have miraculous flights.

Detroit schools have earned a deserved reputation for combining the skill and wisdom of the leading specialists in a "complex" which merges the vitalizing methods of several masterful genuises, as in "Beginning Chemistry and Its Uses," in which the head of the department of chemistry and the assistant professor of chemistry in the college of the city of Detroit and the principal of one of the leading high schools of the city, all specialists in scientific and practical chemistry and experts in the art of teaching, combine their genius and mastery in the creation of an admirable text for school use.

GEORGE ROGERS CLARK. Pioneer Hero of the Old Northwest. By Ross F. Lockridge. Cloth. Illustrated. 210 pages. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

Here is an interesting book that recites in brief and readable form the tale of a genuine American hero. It depicts the life and career of George Rogers Clark as he stalked on the most dramatic stage of American history, like a champion of a new freedom. To accomplish this, the sources of information have been thoroughly canvassed and every possible suggestion has been sought. All accounts of the career of Clark and the comments upon his life, including many from miscellaneous sources, have been utilized.

The primary source was Clark's own letters, memoirs, and diary, which have been used without stint and with confidence that we have authentic documents in whatever George Rogers Clark wrote about the enterprises in which he engaged. Notwithstanding the varying length of time elapsing between these different written records—his diary, his report to Patrick Henry, his official letter to Thomas Jefferson, his notable personal letter to George Mason, his letter to Dr. Samuel Brown, his later memoirs, and his miscellaneous letters—the discrepancies among them are trivial and inconsequential. In the opinion of the author these writings are in fact—as Thomas Jefferson hoped they would be when he urged Clark to write his memoirs—"valuable morsels of history" and "justify to the world those who have told them how great he was." They reflect perfectly not only the doings of Clark but the purposes with which he was inspired and the spirit in which he acted. All that Clark said correlates in a striking manner with what Clark did. Therefore, nearly everything in the book that pertains to his own conduct and achievement is taken directly from his writings, though often without quotation or reference.

The best way to Americanize young America is to have the children in school study intelligently and enthusiastically the achievements of the men and women who have made America, that is now so wonderful in the opinion of the leading scholars of the world.

NORTH AMERICA. By Charles Matheson, Daniel Stewart's College, Edinburgh. Cloth. 260 pages. 35 West 32nd street, New York City: Oxford University Press.

We cannot recall having given attention heretofore to a textbook on North America that has been written and published in England, and it is certainly interesting to see ourselves as others see us. It is interesting to one in "the States" to see a book on North America that gives the same space to the United States and British North America, but there is no discrimination in appreciation. Personally we are pleased that it is so in this case, for it gives a better view of British North America than we are accustomed to see. We have seen no more appreciative or discriminating view of the leading interests of the United States than are given by the professor of a Scotch college.

TIME FACTOR IN ARITHMETIC TEXTS. By L. J. Thies. University of Iowa Monographs in Education. Published by the College of Education, Iowa City, Iowa.

Also

A Method for Rating the Drill Provisions in Arithmetic Textbooks With Ratings for Six Arithmetic Series. By O. S. Lutes and Agnes Samuelson. Published by the College of Education, Iowa City, Iowa.

These are two of five Monographs issued by the College of Education of Iowa University dealing with Arithmetic difficulties. Dr. F. B. Knight, head of the Department of Mathematics of Iowa University, realizing that the teaching of arithmetic causes teachers and children serious trouble, is seeking relief in a new approach.

While others have been studying the

psychology of arithmetic Dr. Knight is studying the textbooks that seem to be the cause of the trouble. In no other school subject is the textbook so much of a taskmaster as in arithmetic. The teacher must make sure that the pupils take every lesson in regular order. There is no premium upon doing anything in any other way.

Dr. Knight has selected several skilful professors and graduate students of infinite patience to study the six most used series of arithmetics and report the actual experience with number which the texts provide. As Dr. Knight states it, his aim is to analyze texts "in order to ascertain crucial facts concerning them as learning instruments."

THE MAGIC BOAT. By Lula E. Wright, the Lincoln School of Teachers College, New York City. Illustrated by Dorothy Harwood Smedley. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We cannot describe this fascinating story for school children as well as Rebecca J. Coffin, principal of the Elementary Division of the Lincoln School, has described it. She says: "The Magic Boat" was not written for children, but *with* them. This is an important distinction.

Miss Coffin says: "The rapid movement and the rhythm make a strong appeal. The short, dramatic sentences, the careful phrasing and spacing, and much repetition all aid in ease of mastery. The vocabulary includes only 267 words, 80 per cent. of which are in the first 1,000 in the Thorndike word list and 68 per cent. of which are in the first 500 in the Thorndike list. As they were being made, the illustrations were shown to the children. The pictures constantly provoked approval because they were simple, gay, and dramatic."

AUTOBIOGRAPHY OF JOSEPH SCALIGER. With Autobiographical Selections from His Letters, His Testament and the Funeral Orations. By Daniel Heinsius and Dominicus Baudius. Translated into English for the first time with Introduction and Notes. By George W. Robinson, secretary of the Harvard Graduate School of Arts and Sciences. Cambridge: Harvard University Press.

Mr. Robinson says: "Whether Joseph Scaliger should be reckoned the greatest scholar of all time, or should share that palm with Aristotle, is, perhaps, an open question; of his primacy beyond all rivalry among the scholars of modern times there can be no doubt. 'Phoenix of Europe,' 'light of the world,' 'sea of sciences,' 'bottomless pit of erudition,' 'perpetual dictator of letters,' 'the greatest work and miracle of nature,' 'victor over time'—to seek to limn the portrait of a man to whom such terms can be applied, without a thought of incongruity, by the staidest of professors and the most learned of critics, is indeed a task to make even a stout heart hesitate. To write an adequate life of Scaliger another Scaliger is required; yet if such a one were to be again vouchsafed to earth it is wholly probable that he might find and prefer other employment for his strength. Meantime we should be grateful for the good, though short, German biography by Jacob Bernays. This book is not meant to take the place of a biography. The title piece and motive is the matchless Autobiography, one of the most precious documents of scholarship and culture, the fountain from which a thousand streams have come down through the literature of succeeding ages." The most difficult part of my work, I have tried to present, by means of selections from Scaliger's letters written at Leyden, a picture of his life at that city and university comparable in clearness, interest, and—hardest of all—in scale with the Autobiography."

NATURE STUDY AND SCIENCE FOR INTERMEDIATE GRADES. Fourth, Fifth and Sixth Grades. By Gilbert H. Trafton, State Teachers College, Mankato, Minnesota. Cloth. 370 pages. New York: The Macmillan Company.

This is a really remarkable contribution to the life of children in school and out in the years from eight to ten. It makes nature in its everyday activity in every season more interesting. It inspires them to use their eyes more generally. It gives an entirely new meaning to the school expression "eyespan."

What is even more important it quickens their independent thinking. In other words it makes the child-mind from eight to ten a self-starter.

This book also makes much reading intelligent and fascinating by the time a child is ten that is not naturally either to the ordinary child of twelve.

While the book is scheduled for school use from eight to ten, it should be carefully read by every child up to fourteen so far as there is anything in it to which he has not already been exposed. The school world is moving so fast that it is unwise to allow any child below the tenth grade to be "illiterate" in any thing in "Nature and Science" in which children of the sixth grade will be literate hereafter.

Personally it has been well worth my while to run my eye through this book. We think we are reasonably intelligent along all lines of Nature and Science, but it is an uncomfortable revelation of something in many functionings of nature and everyday science that is just a little ahead of our knowledge.

We are quite sure that every teacher, principal and supervisor should be required to take Intelligence Tests on this "Nature and Science for the Fourth, Fifth and Sixth Grades."

A NEW EXPERIMENTAL SCIENCE. By J. G. Frewin. Cloth. New York: Oxford University Press, American Branch.

During recent years the content of the schemes of work in school science has undergone considerable modification, especially in the earlier portions of the course. Experience has shown that when much time has been devoted to measurement, however desirable practice in such exercises may be, the younger pupils lose interest and the laboratory soon ceases to be an attraction. Boys and girls are naturally curious and delighted to find out about things around them. The numerical conundrums that inevitably followed experiments, as if science had been brought into schools to provide practical material for Arithmetic, have had their day. "Science is measurement," but measurement is of little value to the pupils until they have made acquaintance with facts and principles through experiment, and see why measurements are required.

The object aimed at in this book, before all else, is to interest the pupils in the subject, and the method adopted is to avoid monotony by changing the type of work.

"Experimental Science" deals with real science in such a way as to have students do their own thinking all the way through each experiment. Every experiment tends to create a scientific state of mind.

Books Received

"Our National Parks." (Book I.) By Mary A. Rolfe, A. M. Boston, Mass.: Benjamin H. Sanborn and Company.

"Rise and Progress of Scottish Education." By Alexander Morgan. Tweeddale Court, Edinburgh, Scotland: Oliver and Boyd.

"Understanding Great Poems." By Samuel Marion Lowden. Harrisburg, Penn.: Handy Book Corporation.

"Spoken Thought." By Lily C. Whitaker. New York: A. S. Barnes and Company.

"The Boy's Busy Book." By Chelsea Fraser. New York City, N. Y.: Thomas Y. Crowell Company.

"Colomba." By Prosper Merimee. Boston, Mass.: D. C. Heath and Company.

"Essaying the Essay." By Burges Johnson. Boston, Mass.: Little, Brown and Company.

"With the Circus." By Courtney Ryley Cooper. — "Old Testament Stories." Retold by Eulalie Osgood Grover. 34 Beacon Street, Boston, Mass.: Little, Brown and Company.

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GRINS BETWEEN GRINDS

The Law

"You can't arrest me. I'm a student."

"Ignorance is no excuse," replied the officer.

Unforeseen Damage

London Swell (in insurance office)—"I say! I'm bally well puzzled about how I stand with you people. I hold fire, life, accident and burglary policies, you know, but my immediate trouble is that while I was away on a visit the bally moths got into my spats."

The Explanation

"Mother," said the little girl studying geography, "where is the state of matrimony?"

"Why, that," said the mother, "is one of the united states."

There's a Limit

Doolan and Rafferty were examining a public building with considerable interest.

"Doolan," said Rafferty, pointing to an inscription cut in stone, "phwat does thim letters 'MDCCCXCVII' mane?"

"That," replied Doolan, "manes eighteen hoondred an' noinety-sivin."

"Doolan," said Rafferty, after a thoughtful pause, "don't yez think they're overdoin' this spellin' reform a bit?"

Last Appearance

I was invited to dinner at the home of a college friend. She was seated across the table from me almost hidden by the flowers of the centrepiece. I was looking at the flowers, taking no particular notice of the fact that the rest of the folks around the table were all quiet for the time. Peeping around under the flowers so I could see my chum, I called jokingly: "Oo-hoo." Then to my consternation I noticed all heads bowed for a moment of silent grace.

As He Understood It

From a schoolboy's examination paper: "Liberty of conscience means doing wrong and not worrying about it afterwards."

Penetration

The head master put up a notice that on the following day he would lecture on "Our Eyes, and How We See Through Them."

Shortly afterwards he was astonished to find an alternative title written underneath: "Our Pupils, and How They See Through Us."

Even

"What did father say when you told him you were going to take me away from him?"

"He seemed to feel his loss keenly at first, but I squared things with a good cigar."

Mary Goes Faster Now

His Wife (reading)—"It says here they have found a long-legged sheep in the Himalaya Mountains that can run forty miles an hour."

Her Hubby—"Well, it would take a lamb like that to follow Mary nowadays."

One on Dad

To Tom, who had been cutting up, his mother exclaimed wearily:—

"Why can't you be a good boy?"

"Well, mother, I'll be a good boy for a nickel."

Mother—"For shame, you ought to be like your father, good for nothing."

The Initial Test

"Tell the janitor to put up notices that no book agents are to be admitted to the building," said the publisher.

"But you have just advertised for agents to sell our new work," protested the secretary.

"Of course, I want to try the applicants out. If a man could be stopped by a little thing like that, what good would he be to us?"

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JOURNAL MAIL BAG

"Belonging" to the N. E. A.

December 26, 1927.

Editor, Journal of Education:—

Questions 45, 46, and 48 in the issue for December 26 were, if you will permit me to say it, admirably handled.

But isn't the answer to No. 47 simply "No"?

It is quite possible that a teacher may disapprove the aims, management, and general conduct of the N. E. A. It is quite conceivable, too, that this disapproval may be a logical conclusion from objective facts. Hence I am wholly unable to understand why this teacher should waive his conclusion in favor of the alleged "right" of the superintendent "to expect his teachers to belong to the N. E. A."

I deny that "right" in toto. As long as I am peaceful and law-abiding, I deny the "right" of any man to subject me to an inquisition concerning the organizations to which I do or do not "belong," and to penalize or reward me in accordance with his findings. And provided that I do my work properly, and evince possession of some of the qualities (for none of us possesses them all) which a teacher should have, I utterly deny the "right" of any superintendent "to expect" me "to belong to the N. E. A."

This is not mere carping. To "belong" or not to "belong" is my right. The man who will not defend his rights manifests a character-defect which, in my judgment, unfits him for the high duties of the classroom.

Very sincerely,

John Wiltbye.

Education in St. Louis County, Minn.

Editor, Journal of Education:—

Education has "moved ahead" in St. Louis County along with the industrial and social development of the territory. During the year a new Junior College has been added to the educational system of Duluth. This gives the county five of these higher institutions of learning. They are located at Virginia, Eveleth, Hibbing, Ely and in the Denfeld High School at West Duluth. There has also been constructed in Duluth a new East End Junior High School that is a model in all respects. Its situation on the hillside among the birch trees overlooking Lake Superior is unexcelled.

The State Teachers College of Duluth has kept pace with the advance in education made last year by the addition of a fine new model school erected by the Board of Regents with money obtained through legislative appropriation. A complete and modern central heating plant has been installed serving all the buildings on the campus. The enrollment of the school has gradually increased. A four-year course has been added which offers a Bachelor of Arts Degree in Education. The work of the students in other departments is becoming outstanding in the teacher's training field.

November 17 the Eveleth School District dedicated two new wings to their central school plant, one to be used for the Junior College and the other for work in physical education. Experts in school building pronounce this re-modeled school one of the best to be found. District No. 39, Eveleth, now boasts of a complete school system running from the kindergarten through two years of college work, with every department properly housed, thoroughly equipped and well taught.

The Virginia School Board has under way the construction of a new central school to replace the old Roosevelt building which has been condemned by state officials and razed by the local school authorities.

During the week of December 5, 1927, eight new consolidated schools were dedicated in rural portions of St. Louis County. Six of these schools have been erected by the County Board of Education at the following centres: School No. 6, Greaney; No. 14, Pike Centre; No. 44, Toivola; No. 45, Alango; No. 65, Idington; No. 83, Palo. The other two buildings are in Organized Districts No. 30 at Arnold and No. 54 at Sturgeon Lake. The entire eight buildings have been constructed at a cost of approximately $210,000 and help to complete the school system that is fast being provided for the rural portions of the county.

Another movement that has been greatly augmented during the past year is that of secondary education for rural boys and girls. Ninth, tenth and

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in some cases eleventh grade work is now offered at thirty centres in the outlying portions of the county. This work is all under the direction of the county superintendent assisted by a deputy and supervisors.

University graduates chosen from the upper half of their class have charge of the teaching of all high school subjects, while the work of the grades is carried on by over two hundred normal school graduates likewise chosen from the upper division of their class. The time seems not far distant in rural St. Louis County when all of the boys and girls will be housed in substantial, well-ordered, convenient, sanitary and comfortable school homes and all of the instruction will be done by teachers having two or more years of professional training.

Edith M. Brand.

Duluth, Minnesota.

The Mayflower List

By Rev. William Wood, Wilton, Me.

"Just a list of names to-day!"
Alden, Allerton, and Brown;
Bradford, Brewster, Billington,
We delight to jot them down.
Bretterage, Carver, Chilton, Cook,
Crackston, Dotey, Eaton, Clark;
English, Fuller, Fletcher, Priest,
What a thrill as they embark!
Goodman, Gardiner, Howland, Soule,
Hopkins, Leister, Martin, White,
Mullens, Rogers, Margeron,
Seeking freedom, spreading light!
Standish, Tilly, Tinker, Hooke,
Turner, Winslow, Warren, More;
Williams, Rogdale, and Holbeck,
Carter, Cooper, and Langmore.
Latham, Minter, Prower, Storey;
Wilder, Thompson, and Trevore—
Ely finishes the list—
Who says, "Names and nothing more"?
They are clothed in flesh and blood
In a host surviving yet;
All the liberties we boast
We owe them! How great our debt!
Lest America forgets
Obligations such as these,
Let her study history
Once again, on bended knees!
Go to Plymouth Rock and pray,
Scrooby, Leydon, each the same;
Runnymead—such shrines as these
Light the world with Freedom's Flame!
Shall forgetfulness eclipse
Gratitude we ought to show?
Honor this Immortal Host,
Broadcast it by radio!

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